

# Kentucky Department of Education

## Course Standards for 2019-2020 and Beyond

**Course Code: 702020**

**Course Name: Intermediate Language Arts**

**Grade Level: 5**

**Upon course completion students should be able to:**



Std. #	Standard Text
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.
RL.5.3	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.
RL.5.5	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.
RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.
RL.5.8	(Not applicable to literature)
RL.5.9	Compare/contrast stories in the same genre on their approaches to similar themes and topics.
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.

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Std. #	Standard Text
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
RI.5.7	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).
RI.5.9	Integrate information from several texts on the same theme or topic.
RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
	No Print Concepts standard for grade 5.
	No Phonological Awareness standard for grade 5.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.
RF.5.4	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
RF.5.4.a	Read grade-level text with purpose and understanding.
RF.5.4.b	Fluently read grade-level prose and poetry orally on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
C.5.1	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
C.5.1.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
C.5.1.b	Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
C.5.1.c	Provide logically ordered reasons that are supported by facts and details.

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C.5.1.d	Use grade-appropriate transitions.
C.5.1.e	Provide a concluding section.
C.5.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
C.5.2	<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>
C.5.2.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
C.5.2.b	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
C.5.2.c	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
C.5.2.d	Use grade-appropriate conjunctions to develop text structure within sentences.
C.5.2.e	Use grade-appropriate transitions to develop text structure across paragraphs.
C.5.2.f	Use precise language and domain-specific vocabulary to inform about or explain the topic.
C.5.2.g	Provide a concluding section.
C.5.2.h	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
C.5.3	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>
C.5.3.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
C.5.3.b	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
C.5.3.c	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.

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C.5.3.d	Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
C.5.3.e	Use concrete words and phrases and sensory details to convey experiences and events precisely.
C.5.3.f	Provide a conclusion that follows the narrated experiences or events.
C.5.3.g	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
C.5.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
C.5.6	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.
C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
L.5.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
L.5.1.a	Explain the function of conjunctions, prepositions and interjections in a grade-level text.
L.5.1.b	Use the perfect verb tenses.
L.5.1.c	Use verb tense to convey various times, sequences, states and conditions.
L.5.1.d	Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.
L.5.1.e	Use correlative conjunctions.
L.5.2.a	When writing: Use punctuation to separate items in a series.
L.5.2.b	When writing: Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	When writing: Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.
L.5.2.d	When writing: Use underlining, quotation marks or italics to indicate titles of works.
L.5.2.e	When writing: Use strategies and resources (print and electronic) to identify and correct spelling errors.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.

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L.5.3.a	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b	Use common affixes and roots as clues to the meaning of a word.
L.5.4.c	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.4.d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.
L.5.5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	Demonstrate understanding of words by relating them to their synonyms and antonyms.